

The University of Trinidad and Tobago

Instructional Design- EDFN 201B

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Assignment: Instructional Design Project

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Scenario

At La Common Private Primary School, Mrs. Dorothy Infant 1 class had a majority of students that cannot hold their crayons and or pencils correctly which inhibits the formation of their letters and numbers. The students have a general idea of how to hold their crayons and pencils but cannot follow through to execute the formation of straight lines, but most are having difficulty to form other shapes to complete letters.

Students from pre-school should be able to hold their writing tools correctly and have these aforementioned formation skills but most students lacked the skill. As a result Mrs. Dorothy had to start from scratch to rectify the writing problem so they could progress.

Goal

The goal is that the students should all have developed their fine motor skills, know the letters of their name and write their first name.

CONTEXT ANALYSIS

A **contextual analysis** is simply an analysis of a text (in whatever medium, including multi-media) that helps us to assess that text within the context of its historical and cultural setting, but also in terms of its textuality – or the qualities that characterize the text as a text.

Topic: Not able to hold the crayon or pencil correctly to write

Sub-Topic: Cannot form letters to write the alphabet

Audience: Infant 1 (4-5) yrs.

Students graduated from various pre-schools with basic skills and were all promoted to the infants' class. In this class of fourteen students (7 boys, 8 girls), their academic capability ranges from mid average (11 students) to average (4 students). Due to the fact that the majority of the children have been exposed to each other in their pre-school years, the students are quite comfortable and sociable. Many different learning styles exist within the classroom which could be characterized by Howard Gardner's Multiple Intelligences: verbal/linguistics, bodily / kinesthetic, logical / mathematical, naturalist, visual / spatial, interpersonal, musical / rhythmic and intrapersonal.

Environment:

Orienting Context

Children at this Infant 1 level have one main goal, to develop their foundation skills which determine their progress in the years to come. More specifically the teacher need to teach and foster the former skills and enhance and make sure they reach the required stage to move on to the different stages. Students will be entering the Infant one class with the basic knowledge and

skills regarding their tools but need to build on it and move to the execution level. With the correct development of the fine motor skills and correct tools and practice exercises the students will be better able to master the pincer grip needed to write properly.

Instructional Context

Accommodation

This standard one class was designed to accommodate the seating of fifteen students, but there are four desks fitted into a space that can accommodate at least three to four at each desk. Due to the limited space, movement between the desks is quite a challenge for the teacher as he/she has to move sideways to get to the students who are in the back of the class. With this issue of the seating accommodation, there is also an issue with the equipment that the school has to use.

There are inadequate amounts of equipment for the students to use such as the manipulative for the varying subjects. The school equipment is carefully shared amongst each class and as such the students are forced to share most each other. This is not in proportion with the number of students who need to individually learn how to manipulate it in order to understand the lesson taught.

Temperature and Seating

The external structure of the school building is concrete, fitted with ventilation blocks and BRC. The Students of the Infant one class suffers as a result of the placement of their classroom which is in between a classroom and a wall. During the rainy season, the classrooms become very hot at points as the only existing window for the classroom is on the extreme end of the first class and has to be closed to prevent students and teacher from getting wet. The other extreme, during the

dry season, the classrooms become very humid. However, fans were placed over head to minimize the harsh effects of the heat in the classrooms.

Lighting

There are six fluorescent lights attached overhead, three on either side of the ceiling. These bulbs are approximately eight feet long. On sunny days, the classroom is well lit but in inclement weather, the lighting becomes very poor.

Noise

During the day the school's external environment is mostly noisy because it was located off the highway. The school is mainly affected by this noise coming from the busy streets. Also across the street there is another school. Occasionally there is sporting activities that take place during their Physical Education periods but the noise does not affect the regular flow of class nor pose any form of interruption or distraction. However, during peak hours the roads are a bit noisy (during morning hours and before school ends in the afternoon).

Transportation

The students' main modes of transportation to and from the school compound are bus rides, maxi taxis and family cars. Due to the location of the school in the community, punctuality and non-attendance are not major issues but they do occur from time to time.

Communication

Within the school there are formal and informal working relationships. However, there are times and situations where the usual working relationship may switch. Principal and teacher, principal and student, and teacher and student most often communicate through formal means. The

informal relations could usually be found in the teacher to teacher and student to student communication.

Transfer Context

Students are able to orally say their alphabet but practically they are weak at execution. The learners would be more likely to transfer that knowledge but the lack of resources such as pencils and work sheets play a major part in the downfall of the practical aspect.

CONTENT ANALYSIS

Content analysis is a research tool focused on the actual content and internal features of media. It is used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner.

Topic: Writing the letters of the alphabet

Fact: 1) Variation of letters and formation

- Straight lines
- Curves

Combination- straight lines and curves

2) Different sizes of letters -

- Upper case
- Lower case

Principles: Students will be able to -

- 1) Associate the difference between letters and numbers.
- 2) Identify different letters and their form.

Attitudes: Students will -

Develop an appreciation to properly form their letters.

Understand how to manoeuvre to formation of a line and a curve.

Develop a sense of care for proper penmanship.

These objectives we will be focusing on formation of letters with the comparison of shapes being through completion of each stroke.

Design – Objectives and Strategies

Classification of Objectives

Cognitive Domain Taxonomy

Comprehension

Using an example the Infant one student will be able to explain the different movements when writing letters of the alphabet in a worksheet activity with 50% accuracy.

Analysis

Using the alphabet manipulative the year one students will be able to examine the different types of letters and accurately share what new they have noticed.

Synthesis

The year one students will be able to construct the letters of the alphabet using their pencils in an activity with 80% accuracy.

Affective Domain Taxonomy

Valuing

Initiate cooperation among groups

Psychomotor Domain Taxonomy**Naturalization**

Design a chart of the alphabet

Imitation

Replicate free writing task.

Precision

Form letters of the alphabet with the correct sequence of strokes.

Articulation

Combine straight lines and curves when forming letters.

Design – Objectives

Classification of Objectives

Cognitive Domain Taxonomy

Students will be able to:

Knowledge

- Demonstrate an understanding of the content of topic, “Formation of letters”, the various types of letters, their form and design.

Comprehension

- Show understanding of the letter formation in their own way, by associating them with the respective shapes.

Application

- Present the knowledge they have gained in another subject area, example different shapes (straight line, circle, oval) and art (shape out the letters using cotton).

Analysis

- Examine two types of letters, upper case and lower case (provided by the teacher) and share what new information they found out e.g. show and tell (assisted by their parents) by collecting pictures of the two letters and making the differentiation.

Synthesis

- Combine their knowledge on the topic to complete activities for example, on the blog (tracing, connect the dots accuracy).

Evaluation

- Compare the level of accuracy of the traced letters with the prewritten letters.

Affective Domain Taxonomy

Students will be able to:

Receiving

- Aware of the differences in the letters and strokes needed to complete the activity.

Responding

- Follow along with given tasks which will be a combination of fine motor enhancement and execution skills.

Valuing

- Be devoted to paying attention and taking their time while writing and will be assessed through observation by their teacher to ensure its effectiveness.

Organizing

- Organize their letter strokes in correct sequence without prompt and or help.

Characterizing

- Believe that each step will get them to a standard which enables good penmanship.

Psychomotor Domain Taxonomy

Students will be able to:

Imitation

- Apply what they have learned after being given an example of what to do by the teacher, to write a letter/s.

Manipulation

- Manipulate various given materials (e.g., rice, glue and string) to create and mimic the written letter/s.

Precision

- Write within the lines of the given space and margin.

Articulation

- Say and pronounce all six (6) types of homes from the lesson clearly and fluently during the vocabulary and spelling periods.

Naturalization

- Create the various shapes that the letters are made of.

INSTRUCTIONAL OBJECTIVES

Classification of Strategies

Cognitive Domain Taxonomy

Students will be able to:

Knowledge

Through class discussions, relate their understanding of the content of the topic, the letters of the alphabet. (Fact/recall)

Think –pair –share (in groups of three, first internalize the concept of the topic and then share their knowledge on paper through activities.

Team recitals (team-mates come up with ways to demonstrate their activities visually and auditory. (reciting the alphabet)

Comprehension

Match and write dot to dot pictures of the alphabet.

Match mine (receivers use letter objects to match up and mimic the letter).

Application

Apply their creative writing to put together letters to form their name.

Apply their art (finger tracing and painting the letters) skills.

Analysis

Show and tell (assisted by their parents), cut out shapes.

Matching and pasting (Students who know, stand to become sages; team-mates each gather around a different sage to learn. Students return to teams to compare notes).

Synthesis

Students would have developed 90% of their finger dexterity and motor skills during the activities given.

Affective Domain

General: Appreciate proper penmanship throughout their life.

Specific: Students will be able to:

Choose to share resources

Receiving

Practice equal sharing in the classroom

Responding

Share work and experience in classroom

Responding

Psychomotor Domain

General: Organise and form letters to complete their name/s.

Specific: Students will be able to:

Complete motor skill tasks using manipulative

Imitation

Enhancing & correcting penmanship using manipulative

Precision

LESSON PLAN 1- (Technology)

SCHOOL: *La Common Private Primary School*

TEACHER'S NAME: *Dorothy*

SUBJECT: *Penmanship (fine motor development)*

TERM: 1

TOPIC: *Developing fine motor skills*

CLASS: *Infant 1*

DURATION: *30 minutes.*

NO.OF CLASS: *22 students*

NO. PRESENT:

AGE RANGE: *4-5*

AVERAGE AGE OF CLASS: *5*

EQUIPMENTS: *Computer*

PREVIOUS KNOWLEDGE, SKILL& EXPERIENCE:

-Students should have knowledge of the alphabet.

- Students should know their colours.

-Students should be able to cut out, finger trace shapes and manipulate with crayons and pencils.

KEY CONCEPTS: *Completing fine motor skills tasks*

Elements	Content	Methods	Resources	Instructor Activity	Student Activity	Evaluation
Introduction	Sitting at their tables, each student will have all their utensils needed to complete tasks.	Whole class viewing/ discussion	Power point http://zunal.com/process.php?w=172796	Give instructions	Follow instructions	Formative
Demonstration	How to create a rainbow using the various colours.	Demonstration	Power point	Guiding	Listening Responding	Formative
Individual Work	Teachers will allow students to create their own replication of the rainbow shown.	Application	Sketch pad, paints, water, apron, cups, wash cloths	Observing	Application	Formative
Continuation	Prewriting/Patterning with the use of play doh.	Mimicking the design	Sketch pad, play doh	-giving instruction	Following instructions	Formative
Individual Work	Teachers will allow students to create their own replication of the given shapes.	Application	Computer, Sketch pad, play doh http://www.youtube.com/watch?v=iV0Nh9eXBPM	Observing	Application	Formative
Conclusion	Randomly, ask students to identify the shapes.	Discussion	Sketch pad	Asking questions	Listening & responding	.....

Assessment: Can students complete tasks that require fine motor skills.

Links: <http://zunal.com/process.php?w=172796>,
<http://www.youtube.com/watch?v=iV0Nh9eXBPM>

LESSON PLAN 2

SCHOOL: *La Common Private Primary School*

TEACHER'S NAME: *Dorothy*

SUBJECT: *Penmanship (fine motor development)*

TERM: 1

LESSON TOPIC: *Writing the letters of the alphabet*

CLASS: *Infant 1*

DURATION: *30 minutes.*

NO.OF CLASS: *22 students*

NO. PRESENT:

AGE RANGE: *4-5*

AVERAGE AGE OF CLASS: *5*

EQUIPMENTS: *Charts, Flash cards, white board, markers and activity sheets, scissors, triangular crayons and pencils.*

PREVIOUS KNOWLEDGE, SKILL& EXPERIENCE:

-Students should have knowledge of the alphabet.

-Students should be able to cut out, finger trace shapes and manipulate with crayons and pencils.

KEY CONCEPTS: *Writing the letters of the alphabet.*

Elements	Content	Methods	Resources	Instructor Activity	Student Activity	Evaluation
Introduction	Sitting at their tables, each student will be given a prewritten card with letters.	Whole class discussion	Pre-written charts(dot to dot), pencils	Give instructions	Follow instructions	Formative
Discussion	Prior to doing chart, the students will recap the letters of the alphabet.	Whole class discussion	White board	Give instructions	Name the letters point at by the teacher	Formative
Demonstration	How to create letters of the alphabet.	Demonstration	White Board, chart, pencils	Demonstrating	Responding / Mimicking	Formative
Individual Work	Teachers will allow students to create their alphabet chart (dot to dot)	Presentation Demonstration	White board Markers	Observing	Presentation	Formative
Conclusion	Randomly, ask students to identify letters of the alphabet on a chart	Game Form Discussion	Alphabet chart	-give instructions	Follow instructions	Summative

Assessment: can students identify and write letters of the alphabet.

LESSON PLAN 3

SCHOOL: *La Common Private Primary School*

NO. OF STUDENTS: 22

SUBJECT: *Penmanship*

UNIT: *Letter formation*

LESSON TOPIC: *Writing their first name*

DURATION OF LESSON: *30 minutes*

GENERAL OBJECTIVES: Students will:

- *Identify the letters of their name.*
- *Trace their names with their fingers.*
- *Complete the writing of their first name.*

SPECIFIC OBJECTIVES: Students will be able to:

Cognitive Domain:

- *Compose name while identifying the letters and saying name aloud.*

Psychomotor Domain:

- *Trace letters with their fingers.*

Affective Domain:

- *Recognize letters associated with their name.*

PREVIOUS KNOWLEDGE: *Students have engaged in activities which have given them the opportunity to develop their fine motor skills and practice to form the letters of the alphabet.*

KEY CONCEPT: Writing their first name.

Elements	Content	Methods	Resources	Instructor Activity	Student Activity	Evaluation
Introduction	Sitting at their tables, each student will be given a chance to say the letters of their first name aloud to the class.	Whole class discussion	Letters	Give instructions	Follow instructions	Formative
Discussion	Creating teachers first name.	Whole class discussion Group work	White board Mini chalk board and chalk	Give instructions Demonstrating	Creating the teachers name.	Formative
Demonstration	How to create their first name using technology integration.	Demonstration http://www.youtube.com/watch?v=Jukn9cEeXek	Computer	Demonstrating	Listening Responding	Formative
Individual Work	Teachers will allow students to create their own name as shown in the video.	Demonstration	Mini chalk-board chalk	Observing	Presentation	Formative
Conclusion	Randomly, ask students to identify letters of friends' names.	Game Form Discussion	Flash cards Flip charts Markers	-give instructions	Follow instructions	Summative
Continuation	..... .....	Writing friends name.	..... .....	-giving instruction	-listening	.....
Closure	Review the concepts of putting name together when writing it fully.	Discussion	..... .....	Asking questions	-listening and responding	..........

Assessment: Can students complete the writing of their first name.

IMPLEMENTATION

1. Address the issue to the parents and principal and formulate a system to help the problem.
2. Individual instructions will be given during the class, targeting the weaker ones.
3. Set up remedial classes two days of the week (Tuesday & Thursday).
4. Firstly students will be exposed to manipulative and tasks to develop and strengthen their fine motor skills.
5. The next step would be to make sure they are all familiar with the letters of the alphabet both visually and orally.
6. Familiarize the students with the formation motion of each letter with finger tracing.
7. Concrete familiarization with actual formation with the help of dots and arrows to guide them.
8. The computers will be used to assess students by having them interact with the online games, “I- write”.
9. Home work would be given from online sites where student will have to be guided by the parents to
10. Use of technology will be used to engage students in the learning of the concept and demonstrate the level of understanding of letter formation.

EVALUATION AND ASSESSMENT

Evaluation and assessment are included in the lesson plans.

APPENDIX



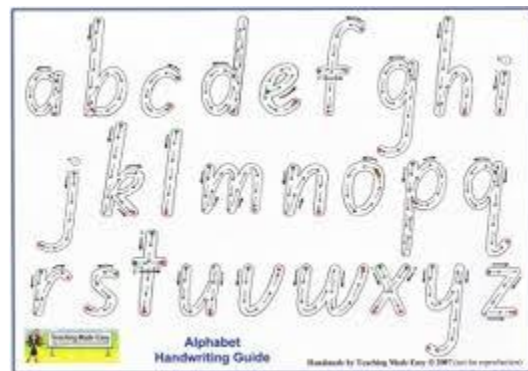
Mini chalk board



chalk



White board & markers



Dot to dot prewritten chart



Play doh



crayons

tripod pencils